

The reflections of three females on multilingualism

多言語使用での3人の女性のリフレクション

Anamaria Isticioaia-Budura

Full-time Lecturer, Department of English Communication

アナマリア・イスティチョアイア - ブドウラ

英語コミュニケーション学科専任講師

Summary:

This study has attempted to demonstrate that linguistic diversity plays a major role in shaping the lives of three females from various backgrounds and different generations. This study has the potential of demonstrating how being raised in a multilingual environment has enabled these three to develop their personalities, personal relationships and cognition as well. Data were collected through semi-structured email interviews as well as two questionnaires. Although this study is limited to a sample of only three people, some significant data could still be gleaned.

Key Words : linguistic diversity, multilingualism, females' reflections, narrative approach

抄録:

本研究は、言語の多様性が、背景や世代が異なる3名の女性の生活形成に重要な役割を果たしていることを実証することを目指している。多言語の環境で育つことが、それぞれの女性の個性や人間関係、そして認識力の発達に影響していることを示せる可能性がある。データはメールを通じた半構造的面接と2回のアンケートにより収集した。限られた数の調査対象者ではあるが、顕著な特徴が明らかになった。

キーワード: 言語的多様性、多言語使用、女性のリフレクション、物語的アプローチ

1. Introduction

I am a multilingual educator (speaking Romanian, English, Japanese and French) teaching English in Japan at a women's college in Tokyo, who believes that multilingualism can be a

bridge among cultures and a valuable asset to any individual. Having a European background (born in Romania) but raised in Asia (China, South Korea and Japan), I have been exposed to various languages since I was young, not only at home but also at school. From there on, I have been passionate about learning languages and teaching them. Even though I am working in Japan at present where the education is monolingual, on my daily basis I switch between English, Japanese, and sometimes Romanian with my colleagues and friends.

I believe that educators nowadays need to be aware of various languages spoken around the world. I see this not only in Europe, but also in Japan. There are a growing number of students from international marriages and immigrants (Filipino, South American and African) who have been raised basically in a monolingual Japanese setting or are using Japanese as their dominant language. According to statistics, 4.5% of the nation's marriages are international when considering that foreigners in Japan represent just over 1% of the entire population (Curtin, 2002). I should like to imagine bilingual or multilingual schools in Japan, where students are able to maintain their mother tongue while, at the same time, acquire another language besides English: "Speaking three languages, Romanian, German and Hungarian opened the door to three worlds for me". (Romanian email interview) Students in Japan do learn English and other languages, especially at university, but this does not necessarily make the curriculum bilingual or multilingual. As an educator, I should like to design or create language awareness classes or a curriculum for both Japanese and students with mixed nationalities where they are exposed to various linguistic and cultural diversities whence they can choose which language will benefit them the most in their future (Garcia, et al. 2006).

In the context of this paper, multilingualism is not only the mastery of basic communicative skills, grammatical rules and extensive vocabulary in the target language for an individual to use a language habitually or on a regular basis both in a spoken and written form, but also for them to have the ability to understand another culture, embracing its history and customs. Multilingualism is a way of relating and accepting other cultures due to the mastery of the target language (Hoffmann, 2000, Ludi, 2006 and Wei, 2008).

2. Research Aims

In this research, I should like to demonstrate that linguistic diversity plays a major role in shaping the lives of three females with various backgrounds and from different generations. These three participants have the potential of demonstrating how being raised in a multilingual environment, enabled them to cultivate their personalities, personal relationships, have better work opportunities and develop cognitively as well. There are views that multilingualism has both advantages and disadvantages as well and that in various cultures,

language diversity is a contributor to poverty and underdevelopment and that usually the dominant group in a particular culture will have a better way of life and education compared to minority groups (Taylor and Hudson, 1972, Pool, 1990). This study will try to explore the advantages, which multilingualism has given these three participants. This repertoire constitutes their linguistic and cultural capital and takes various values in different contexts: "I do not like to show off and I try to stick to the language people speak, for example my classmates" (Spanish email interview). This is one of the advantages of multiculturalism in which a culture or an individual is able to understand, communicate and adapt according to the language they choose to use. Therefore, in a multilingual culture, various identities coexist together where in spite of different values and traditions, there is a mutual understanding and respect of its own heritage (Stratilaki, 2012).

2.1 Research questions

1) What can educators learn from these people's life stories concerning the impact of multilingualism on their personalities, personal relationships, career opportunities and cognition?

Reading through various studies during the course of this research and putting together my language-learning history, I have noticed that multilingualism has influenced my personality and relationships with others and through that, it has helped me to become an educator and feel that I am able to put myself into my students' shoes when teaching. Being raised in three countries in Asia and surrounded by various ethnic groups, has enabled me to have more cultural empathy and be more open-minded (Tokuhamma-Espinosa, 2008). I believe that educators need to be aware of these four impacts due to the fact that they are keys to the development of a curriculum or preparation for lessons. I need to point out that the way multilingualism has influenced the three participants concerning these aspects, is purely from their reflections throughout their lives, and especially in the case of cognition, it has not been proven from a clinical point of view.

2) Why these four impacts: identity, personal relationships, career opportunities and cognition?

As many researchers have demonstrated, multilingualism has a substantial impact on shaping personality in multilingual individuals. (Beacco and Byram, 2003, Risager, 2006, and Tokuhamma-Espinosa, 2008) contend that multilingual individuals are able to possess more than one identity, depending on which language they decide to use. They have a tendency to be flexible, open-minded, tolerant individuals due to the multilingual surroundings, in which they have been raised. Each multilingual individual's repertoire contains a very rich notion of expectations about various people, enabling them to express and process their own identities according to the environment, in which they are placed. This is why it is important to look at the individual's entire linguistic knowledge and the circumstances under which they acquired

that particular language. This study will also investigate personal relationships as a key impact of multilingualism, since these are at the bases of human nature and one of the main contexts where individuals use a language. Multilingual individuals may have an advantage over monolingual speakers when it comes to communication skills. According to Tokuhamas-Espinosa, (2008), multi-literacy enables an individual to access a wider range of literature and have a better communication network of people and international links. Multilingualism enhances cultural awareness and a greater tolerance hence enabling multilingual individuals to have a wider range of relationships with others. Integration and appreciation of other cultures are also key components of multilingual individuals (Tokuhamas-Espinosa, 2008). The third element in this study is career opportunities, since a wide range of research has shown that speaking more than one language can give advantages to individuals for better employment and lifestyles. The first case would be Singapore where speaking English, along with Chinese and Malay has created economic competitiveness and hence, given the individual a chance to obtain a better education. Chew, as cited in Tsui and Tollefson (2007) states:

“There is one point; the need to compete in a multinational and multicultural global economy and the need to undertake important nation-building and nation-preserving processes” (pp.259-260). In South Korea, the reaction towards learning foreign languages especially English has been quite positive as well. Sungwon as cited in Tsui and Tollefson (2007), notes that through learning English, a nation is able to foster a national identity and welcome globalisation as a stronger country. The last key component is cognition or the impact which globalisation has on the mental level of an individual. Also, multilingualism enables individuals to develop cognitively, not only linguistically. According to Risager (2006) and Tokuhamas-Espinosa (2008), multilingualism enhances the ability for one to become more flexible in the use of a wide range of linguistic repertoires and thus expand intercultural communication. Each language corresponds to a vision or thinking of the world around us. A multilingual individual is able to acquire and accept various visions of it which foreign languages represent to them (Beacco and Byram, 2003).

3. Review of the Literature

Research in multilingualism has developed over recent decades and researchers have started taking into consideration the implications of an individual or a society viewed as multilingual from several fields such as applied linguistics, education psycholinguistics and sociolinguistics (Stratilaki, 2012). In the last ten years, the interest and development of multiculturalism have increased even further since the world's population has experienced several forms of multilingualism, especially in European countries. Many individuals are no longer second-language learners but rather third-or fourth-language ones due to education,

immigration and their living environment.

Researchers such as Gunesch (2003) and Wilton (2009) have attempted to define multilingualism by focussing on competence, whereas Hoffmann (2000) underlines the habitual usage of language as multiculturalism. Ludi (2006) supports the regular usage of languages as multilingualism, while Wei (2008) argues that communication in multiple languages should be regarded as multilingualism. Several other researchers contend that multilingual competence may be considered as the development of a concise baggage of knowledge, unique and original in which various languages interact and combine (Mysers-Scotton, 2006, and Block, 2007). A multilingual individual has the ability to make appropriate language choices in a particular context, where they are able to adapt their communication style and usage of language, depending on their identities, the purpose of the exchange and the surroundings.

The most important element of language is that it is embedded closely in culture. Doye (1996) contends that "the very nature of language forbids the separation of language from culture" and that "the content of a language is always culture bound" (p.105). Even we, as educators, are obliged to include the study of culture when we teach a language, we cannot avoid doing so. Languages spread far beyond their original cultures, invading places of new traditions and ethnic groups, creating identities and sub-cultures (Sapir, 1921). This is all too obvious today, when more than ever in history, multilingualism has become an important part of our lives. The world, in which we are now living, is ever-changing where the borders between countries are becoming more obscured while making new visible spaces and dimensions, in which individuals are able to share cultures, customs, and traditions (Byrd, 2009).

Multilingualism is now a normal characteristic of our everyday life as seen in the public arena, the workplace and at home. As an educator, I am aware that linguistic diversity in education raises many complex questions, which can relate to language policies and ideologies, educational history and language pedagogies. Multilingualism is a challenge for our traditional concept of language and its education as it questions the assumptions that teaching a foreign or a second language is sufficient to protect linguistic diversity. Tokuhama-Espinosa (2008) argues that: "How we make our children feel about their languages is more important than how many opportunities in the day we give them to speak. Emotions, memory, and learning are inextricably intertwined in the human brain" (p.76). I may also add that learners, who are able to acquire other languages, are also more capable of understanding their own language and culture as well. Goethe once said: "Whoever is not acquainted with foreign languages, knows nothing of his own".

4. Research Design

Epistemologically-speaking, this is a study, which is constructivist and hence, the criterion

used to analyse the validity and reliability of this research, may be different from a positivist framework. Crotty (1998) notes that the information produced in such a research as this, should, however, enable educators and researchers to understand the participants' reflections on multilingualism, so allowing them to raise different questions concerning similar issues. The methodology, which I have used in this paper, is a narrative approach through emails. I decided to use this style since I wanted to understand multilingualism at a personal level through various impacts on the participants' lives, focussing on different nationalities, age groups and backgrounds.

According to Riessman and Quinney (2005) "personal narratives encompass long sections of talk-extended accounts of lives that develop over the course of single or multiple interviews" (p.394). I have borrowed the concept of using a semi-structured interview style through emails. According to Wengraf (2004), Rubin & Rubin (2005), and Robson (2011), interviews are particularly beneficial to allow the researcher to understand the participant's point of view. They also help researcher to be flexible and improvise from what their participants say while also making certain that each of them is able to talk about multilingualism as expansively as possible. Brown and Downing (1998) note that methods of qualitative data analysis should involve: "specializing, localizing and generalizing" (p.147). I am inspired by Mehmedbegovic's (2011) way of research, which she presented in the MoE2 class lecture and therefore, I decided to use that kind of interview style. She conducted a study of attitudes of immigrants to languages in England and Wales, where instead of interview questions, she used statements from various individuals such as public figures and politicians. In my investigation, I use two questionnaires (see Appendices 1 & 2) for the participants, which were employed as prompts in order to provide the opportunity for them to share their views and reflections on multilingualism. In the first questionnaire (Appendix 1), participants were asked to share their views on multilingualism from four specific areas of their lives: identity, personal relationships, career development and cognition. In the second questionnaire (Appendix 2), they were also presented with four quotes from various personalities in history and politics, who possibly shared their views on speaking and learning languages. I tried to select these to relate closely to my research questions and to match them with identity (statement 1), personal relationships (statement 2), career opportunities (statement 3) and cognition (statement 4).

4.1 Why emails?

I decided to use emails for the following three reasons: 1. Time constraints of this research and my work schedule did not allow me to actually meet the participants in person. (Two of them reside in the EU.) 2. Through writing, participants could be given the opportunity to create and reflect more thoughtfully rather than feel the pressure of an actual interviewer. According to Murray (1985) and Elbow (1998), writing is one of the better means for self-

reflection and personal expression as well as enhancing creativity. I wanted to try to use writing as a means of social interaction rather than actual interviews. From my own research, successful writing nearly always involves some sort of personal engagement of participants.

3. Emails give an equal feeling between the interviewer and the interviewee, and that the electronic text changes the concept of "authorship, authority and intertextuality". (Hyland, 2002, p.73)

As Robson (2011) has stated, the behaviour of the researcher does have a great influence on the willingness of the participants involved and therefore, I decided to use emails in order to have them write more freely and openly. Researchers have been also underlying the assumption that thinking precedes writing and therefore through this, individuals are able to discover themselves and mature cognitively (Hyland, 2002). I believe that writing can be used as a part of social interaction and as a personal expressional tool as well.

5. Participants

The first participant was an 82-year-old Romanian, born and raised in Transylvania, whose parents were from the Hungarian and German minorities, living and working using three languages: Romanian, German and Hungarian. The participant was raised and educated in all of these three languages to which, due to the political situation of Romania at that time, Russian was added as well. Then, later in life, due to her career she learnt English, French and Chinese. Now, after retirement, she uses Romanian and Hungarian with her relatives on a daily basis and English with some of her business contacts and university classmates. As a part-time job, she teaches Chinese to Romanian students who wish to study overseas.

The second participant was a third-generation Japanese-descendant Filipina (36 years old) who was born and raised in Manila and identifies herself as a "Global Filipina". She came to Japan under the Japanese government full scholarship scheme in 2003. Before that, she had often visited Japan with her family. She is now an English instructor, speaking three languages fluently: Tagalog, English and Japanese. She has been living in Japan since graduating from university with a post-graduate degree in sociology and has been using both Japanese and English on a daily basis. As an immigrant in Japan, she only communicates in Tagalog freely and privately with her friends and close Filipino friends without having to worry whether others can hear and understand them or not. When she talks to Filipinos who understand Japanese, she mixes Filipino words with some Japanese. At times, she mixes Filipino with English, which nowadays is called Taglish.

The third participant was a Spanish teenager (16 years old), presently living and studying in France. She is there with her sister due to her parents' job. She was born in France and went to a nursery school there until six and a half, at which time, she returned to Spain. Her

parents spoke to her mainly in Spanish and English. She was also looked after by a nanny from Mauritius and then by an au-pair from Ecuador. In Spain, she attended a lycée for three years where she learnt both French and Spanish and she also was tutored in English at home. She travelled a great deal with her family and also studied in the UK and Australia. She has been learning Russian about two hours a week for two years with a private tutor.

5.1 Data Collection

I conducted the questionnaires (Appendices 1&2) through emails, giving the participants two weeks to write about two paragraphs (ten sentences each). Before that, I had asked them to write a short paragraph, in email form as well, introducing their multilingual backgrounds. After the specified time limit, I received their answers, and began decoding their writing, using various colour markers, focussing on the key concepts of the research questions: identity, personal relationships, career development and cognition. I also allowed myself about two weeks to familiarise myself with the data collected, by reading the information several times. According to Robson (2011), coding analysis is “very flexible and it can be used with virtually all types of qualitative data” (p.477). In my coding analysis, I looked for blocks of words and phrases or sentences, which were significant to the main theme of this study. I also added comments on the side or reflections in order to have a deeper understanding of the participants’ answers (Miles and Huberman, 1994). I also noticed a pattern in their feedback by going through their material and trying to identify certain connections.

5.2 Interpretation of Data/Discussion

Appendix 1

The key findings from Appendix 1 were that multilingualism had shaped the lives of the participants in a positive way, giving them more flexibility, choices and opportunities. One common theme, which was mentioned often by the three females, was that multilingualism had given them “multiple identities” and that due to this, they had been able to adapt to certain situations and be more tolerant of the world around them: “I define myself as a person with multiple identities because I’m Spanish but I was born in France and I’m growing up in France”. “I like also being able to speak different languages and I also feel different than other people. I like it. I think it is going to help me also to have more choices in my future professional life”. (Spanish email interview) Another significant factor which appeared in common in the interviews, was the fact that multilingualism enabled the participants to be more tolerant towards other cultures and also appreciate their own culture more: “I can say that my knowledge of other languages has made me more tolerant, more understanding towards other cultures”. (Romanian email interview)

Most of the participants noted that being multilingual had also given them advantages in their relationships with others at home and at work. In the case of the Romanian participant,

due to her career as researcher on Chinese history, speaking more languages than her colleagues, had helped her to travel the world and contributed to her mastery of the Chinese language as well: "Speaking foreign languages helped me to make many friends from around the world, and many of them I can trust to this day". (Romanian email interview) Speaking other languages made one of the participant feel more courageous and patriotic since she was able to speak several languages and share aspects of her own culture with people from all over the world. (Romanian email interview) The Filipina participant mentioned that being multilingual had also disadvantages especially when communicating messages where they were not conveyed clearly, particularly when other languages were trying to be taught.

When the participants were asked about multilingualism and career opportunities, most of them noted that speaking more than one language had its advantages. The Spanish female mentioned that she saw herself as working as a reporter and living in Australia and also, by being able to study for the international baccalaureate, it gave her more of a choice to do this in different countries: "I think that my languages skills will be a plus to be accepted in good schools". (Spanish female email interview) The Romanian female saw that multilingualism had given her personal satisfaction and fulfilment at work. Speaking more than one language had open doors for promotion and given her work stability in her career as a researcher. As the Filipina participant noted: "Being able to speak English has its advantages in Japan because of its demand to learn the language". There are many teaching jobs for bilingual people in Japan. She also mentioned that: "Being a multilingual can be an asset but not a requirement and not necessarily fully utilized at work, unless one decides to become a professional interpreter or translator". (Filipina email interview) She also hoped that multilingual employees could be given more opportunities to shine in the work environment by using different languages. Owing to globalisation, quicker business communication is expected and tools of communication rely on emails, with less personal communication. (Filipina email interview)

Cognitively, the participants showed that they were all able to switch among various languages and adapt their own manners and intonation according to the language they spoke: "Filipino, just like English, is a low context language. Contrastingly, Japanese is a high context language. When I use low context language, I feel I am more directly expressive and articulate. Japanese is sometimes vague so I have to read between the lines and keep on studying the language, which also helps sharpen my memory". (Filipina email interview) Being able to speak several languages opens the doors to as many worlds as the number of languages we speak. (Romanian email interview) Because of the region where she was born, Sibiu in Transylvania, this participant was able to acquire three languages in her childhood: Romanian, Hungarian and German. According to her, due to this, it had created a solid foundation for learning more languages in her life: "It was easy for me to switch from one

language to another. I was always feeling enriched in my soul when I was able to assimilate a new language and culture without losing my identity as a woman". (Romanian email interview)

The Spanish female participant noted that she used different languages when she learnt various subjects: "When I'm doing maths, I usually think and count in Spanish. Before doing something, I think in Spanish and in English. I only use French at school or sometimes with my sister when we talk about school or French friends". (Spanish email interview)

Appendix 2

Those who know nothing of foreign languages, know nothing of their own. (Johann Wolfgang von Goethe)

The participants had various views on this statement with one of them noting that speaking a language was not the only way in which individuals could open their minds to the world. Other ways could be through music and other subjects. (Spanish email interview) The other two participants agreed that through learning another language, individuals were able to appreciate their own culture and background. (Romanian and Filipina email interviews)

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. (Nelson Mandela)

From her career, the Romanian participant noted that everybody she had met during all her years working and living overseas, each time she spoke in the local language, she would feel the satisfaction and gratitude from them for her efforts to learn their language. The discussions were more relaxed and the individuals spoke at ease about various matters and issues (Romanian email interview). The Filipina participant also noted that one's "own language" in this context could also mean "one's unique voice" and that "individuals can express their own voice not only through language but also through music, art, photography, film, propaganda etc. –any form of personal expression, which makes each individual unique". (Filipina email interview).

If we spoke a different language, we would perceive a somewhat different world. (Ludwig Wittgenstein)

All the participants agreed with this statement and one mentioned that speaking a language did stimulate "intellectual curiosity" (Filipina), while the other two contended that speaking another language also helped individuals to express themselves differently and convey their own values in different ways (Romanian and Spanish females). Also, the cultural aspect plays a major role in taking into consideration speaking another language and sharing ideas in the same language and thus, makes a difference rather than using translation (Romanian, Filipina and Spanish email interviews).

To have another language is to possess a second soul. (Charlemagne)

The participants noted not a second soul but a second identity or multiple of them: "The

use of a second soul sounds intense. I think to have another language is having two separate lives". (Filipina email interview) Being multilingual enables individuals to become "citizens of the globe" (Romanian email interview) and to adapt to any situation with less prejudice: "On the whole, I was happy that I was able to understand other cultures due to my multilingual background". (Romanian email interview) One participant also noted that when she spoke Spanish, she felt freer than when using French and this is why she thought that she had two souls and that speaking another language, was part of her personality, something that was meaningful to her. (Spanish email interview)

The data collected demonstrated that multilingualism had several common themes, the most significant of which, was that as multilingualism opened more doors to opportunities and career choices, multilingual individuals were given more chances. (Filipina email interview) Another theme was that multilingual individuals had multiple identities and were able to adjust these, according to the situation. (Romanian, Filipina and Spanish email interviews) Multilingualism also enabled the participants to assimilate and understand other cultures without losing their own identity. One of the participant mentioned that, at times, speaking various languages and switching among them often, could lead to miscommunication and misinterpreting of the message, which people were trying to convey. (Filipina email interview)

The research question was "What can educators learn from these people's life stories concerning the impact of multilingualism on their identities, personal relationships, career opportunities and cognition?" The final data from the interviews demonstrated that multilingualism had helped the participants to develop as individuals in positive ways and that educators need to be more aware of the advantages that learning a language can bring. This research also showed support to multilingualism (Risager, 2006, Tokuhama-Espinosa, 2008, and Stratilaki, 2012) in the importance of appreciating multilingual individuals and acknowledged the significance of its social and emotional dimensions. Educators should value diversity as a core in education and that language policymakers need to protect such diversity through implementing ways to design curricula so that students can acquire multiple languages. Although English has become the lingua franca of the world, it is just a tool of communication. Multilingualism goes beyond that and shows that it is more than just speaking a language. Educators need to consider enforcing the desire to learn the culture behind the language as well and thus, I believe that there should be more bilingual or multilingual educators, teaching English or other languages. In this way, there might be a greater mutual understanding of students, coming from various backgrounds in Japan and throughout the world.

6. Ethical Concerns and Limitations

In order to conduct this research, I needed the parental consent of one of the participants

as she was a minor. After receiving this, I was able to continue. As an educator/researcher, I have the moral duty to respect the privacy and dignity of my participants (Bassey, 1999 and BERA, 2011). Another ethical issue is that I know two of the participants while I have never met the third, though due to her multilingual upbringing, I decided to include her in my research. I needed to ensure that my results would be both transparent yet confidential at the same time (BERA, 2011). Since the number of the participants was very limited, only three females, the data collected cannot be generalised as to demonstrate the positive aspects of multilingualism in all multilingual individuals throughout the world. The length of the survey was also very limited (only two weeks) and hence, the participants might have been hindered by the necessity of answering quickly by the deadline. The Romanian's participant data needed to be translated and therefore, the researcher might have omitted or interpreted the information in a different way than the participant had intended.

7. Dissemination/Conclusion

The primary aim of this study was to elicit information about the feelings of three females, regarding the impact of multilingualism on their lives. Although this investigation was limited to the sampling of only three people, some significant data could be gleaned. Being multilingual not only means speaking the language but also understanding other traditions and history (Romanian and Filipina email interviews), enabling the participants to implement various ideas and habits into their own culture (Filipina, Romanian and Spanish email interviews), so further appreciating their own (Romanian, Filipina and Spanish email interviews). Being multilingual means promoting diversity as well as awareness of one's own identity. Becoming multilingual is also related to the development of cultural empathy and intercultural communication (Ludi, 2006).

I should like to expand this research in the future by using a wider range of participants from various cultures and backgrounds. Through such an extended research, I should like not only to show more advantages of multilingualism but also challenge the long-established position of English as the lingua franca in the education system in Japan. The main goal would be to implement a new language policy, which adopts and accepts the rediscovery of the importance of diversity of various cultures living in Japan.

References

- Bassey, M. (1999). *Case Study Research in Education Settings*. Buckingham: Open University Press.
- Beacco, J. & Byram, M. (2003). *Guide for the Development of Language Education Policies in Europe: From Linguistic Diversity to Pluricultural Education*. Strasbourg: Council of Europe.
- Block, D. (2007). *Multilingual Identities in the Global City*. Hampshire: Palgrave Macmillan.
- Brown, A. & Dowling, P. (1998). *Doing Research/ Reading Research*. London: The Falmer Press.
- Byrd, Clark, J. (2009). *Multilingualism, Citizenship and Identity: Voices of Youth and Symbolic Investments in an Urban, Globalized World*. London: Continuum.
- Chew, P. G. L. (2007). *Remaking Singapore: Language, Culture, and Identity in a Globalized World*. In Tsui, A. B. M. & Tollefson, J. W. (2007). *Language Policy, Culture, and Identity in Asian Contexts*. (eds). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Crotty, M. (1998). *The Foundations of Social Research*. London: Sage Publications.
- Doye, P. (1996). *Foreign Language Teaching and Education for Intercultural and International Understanding*. In *Evaluation and Research in Education 10 (2&3)* (pp.104-112). Special issue of *Education for European Citizenship*. Guest Editor: Michael Byram.
- Elbow, P. (1998). *Writing with Power: Techniques for Mastering the Writing Process*. New York and Oxford: Oxford University Press.
- Garcia, O., Kangas, T. S. & Guzman, M. E. T. (2006). *Imagining Multilingual School*. *Language in Education and Globalization*. Clevedon: Multilingual Matters.
- Gunesh, K. (2003). *Multilingualism and Cosmopolitanism*. In T. Tokuhamma-Espinoza (ed). *The multilingual mind issues discussed by, for and about people living with many languages* (pp.213-232). Westport, CT: Praeger Publishers.
- Hoffmann, C. (2000). *The Spread of English and the Growth of Multilingualism with English in Europe*. In J. Cenoz & U. Jessner (eds). *English in Europe, The Acquisition of a Third Language* (pp.1-21). Clevedon, UK: Multilingual Matters.
- Hyland, K. (2002). *Genre: Language, Context and Literacy*. In M. McGroarty (ed.). *Annual Review of Applied Linguistics*, 22.
- Ludi, G. (2006). *Multilingual Repertoires and the Consequences for Linguistic Theory*. In K. Buhrig & J. D. Thije (eds). *Beyond Misunderstanding: Linguistic Analyses of Intercultural Communication* (pp. 11-42).
- Mehmedbegovic, D. (2011). *A Study in Attitudes to Languages in England and Wales: Who Needs the Languages of Immigrants*. Germany: Lambert Academic Publishing.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. (2nd ed.). Thousand Oaks, CA: Sage.
- Murray, D. (1985). *A Writer Teaches Writing*. (2nd ed.). Boston, MA: Houghton Mifflin.
- Myers-Scotton, C. (2006). *Multiple Voices. An Introduction to Bilingualism*. Oxford: Blackwell.
- Pool, J. (1990). *Language Regimes and Political Regimes*. In B. Weinstein (ed). *Language Policy and Political Development*. Westport, CT and London: Greenwood Press.
- Riessman, C. K. & Quinney, L. (2005). *Narratives in Social Work: Critical Review*. *Qualitative Social Work*, (4). pp.391-412. 374.
- Risager, K. (2006). *Language and Culture. Global Flows and Local Complexity*. Multilingual Matters: Cromwell Press.
- Robson, C. (2011). *Real World Research*. (3rd ed.). Malden/MA: Blackwell Publishing.
- Rubin, H. J. and Rubin, I. S. (2005). *Qualitative Interviewing – The Art of Hearing Data*. London: Sage Publications.
- Sapir, E. (1921). *Language. An introduction to the Study of Speech*: Harvest Books.

- Stratilaki, S. (2012). Plurilingualism, Linguistic Representations and Multiple Identities: Crossing the Frontiers. *International Journal of Multilingualism*, 9 (2), pp.189-201.
- Sungwon, Y. (2007). Globalization and Language Policy in South Korea. In Tsui, A. B. M. & Tollefson, J. W. (2007). *Language Policy, Culture, and Identity in Asian Contexts*. (eds). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers. Taylor, C. L. & Hudson, M.C.(1972). *World Handbook of Political and Social Indicators*. New Haven, CT: Yale University Press.
- Tokuhamma-Espinosa, T. (2008). *Living Languages*. Westport, CT: Praeger Publishers.
- Wei, L. (2008). Research Perspectives on Bilingualism and Multilingualism. In L.Wei & M.G. Moyer (eds). *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. pp.3-17. Oxford: Blackwell.
- Wengraf, T. (2004). *Qualitative Research Interviewing*. London: Sage Publications.
- Wilton, A. (2009). Multilingualism and Foreign Language Learning. In K. Knapp, B. Seidlhofer, & H. Widdowson (eds). *Handbook of Foreign Language Communication and Learning*, pp. 45-78. Gottingen, Germany: Walter de Gruyter GmbH.

Electronic Resources:

- British Educational Research Association- BERA, (2011) Revised Ethical Guidelines for Educational Research, available online at:
<http://www.bera.ac.uk/files/guidelines/ethica1.pdf> (Last accessed 8th September, 2015)
- Curtin, J.S. (2002). International Marriages in Japan: Part Four- Basic Data on International Marriage in 2002. Global Communications Platform. Japanese Institute of Global Communications.
http://www.glocom.org/special_topics/social_trends/20021112_trends_s16/index.html/ (Last accessed 8th September, 2013)

Appendix 1

Dear Participant,

How have these factors impacted on you by the very fact that you are multilingual?

Could you write about two paragraphs (10 sentences each) on each prompt and return it to me within two weeks by email from today (Thank you in advance for your time and cooperation.

Identity (as a woman)

Personal (relationships at work, friends, partners, spouses)

Career opportunities, work and future

Cognition (on a mental level)

Appendix 2

Dear Participant,

Here are four quotes on learning and speaking another language.

I would like you to comment on them freely and return them within two weeks from today by email.

Thank you in advance for your time and cooperation. The data will be used only for the purposes of this research and will be stored just for the length of this research, which is two months.

Quotes

Those who know nothing of foreign languages, know nothing of their own.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.

If we spoke a different language, we would perceive a somewhat different world.

To have another language is to possess a second soul.